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ABSTRACT

The third implementation year of foreign language magnet programs in two elementary schools in the school district of Kansas City, Missouri, is evaluated. The schools, New West and Melcher, each had site task forces to develop planning outlines, which emphasized the teaching of foreign language to students and the exposure of students to foreign cultures. Among the findings described in this report are the following: staffing continued to be a major concern because the turnover of foreign nationals was high; visual evidence of the foreign language theme was plentiful; there was increased use of the target language by both teachers and students in target language classes; there was increased focus on academic instruction; most parents responded positively to the program, student responses were higher than in the previous year, and teacher responses were either stable or more positive than in the previous year. Two recommendations are highlighted: (1) to continue the high percentage of target language use in target language classrooms; and (2) to develop measurable objectives for each program goal in the planning outlines. Nineteen tables, 10 figures, and other appended materials report on achievement scores, enrollment data, and perceptions of staff and parents. (LB)

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Summative Evaluation of the Third-Year Foreign Language Magnet Elementary Schools

1988-1989
1989-1990
1990-1991

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Evaluation Office

The School District of
Kansas City, Missouri

August 1991

FL 020 401

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Summative Evaluation of the Third-Year Foreign Language Magnet Elementary Schools

1988-1989
1989-1990
1990-1991

Phyllis L. Clay
Program Evaluator

August 1991

Evaluation Office
Desegregation Planning Department
The School District of Kansas City, Missouri

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Executive Summary

Melcher and New West were in the third year of implementation as elementary foreign language magnet schools during the 1990-1991 school year. This report is a summative evaluation of these two schools and the progress they have made as foreign language magnets.

At the beginning of the program, in the 1988-1989 school year, staffing was a major concern. This aspect of the program ran much more smoothly during the second and third years of implementation. However, since foreign nationals cannot stay in the United States for indefinite periods of time, turn-over of teachers in the foreign language program will be an on-going issue.

In both schools, visual evidence of the foreign language theme was plentiful. In this third implementation year, increased use of the target language by both teachers and students in target language classes was seen during classroom observations. Across the school as a whole, an increased focus on academic instruction was observed during this third implementation year.

Most parents responded positively to nearly all of the questions in the parent interview. Students had higher percentages of positive responses in this third year of implementation than in the previous year. Teacher responses to items on the teacher questionnaire were either stable or more positive than those of the previous year. Extended day received high marks from parents, students, and teachers alike.

One of the recommendations resulting from the study was to continue the high percentage of target language use in target language classrooms. The other recommendation was to develop measurable objectives for each program goal in the planning outline. This recommendation is applicable to each of the two schools since each has a planning outline with goals, but no measurable objectives pertaining to the goals. Objectives are called for in the *Long-Range Magnet School* Plan (Hale and Levine, 1986) and enable leadership, faculty, and pupils to gauge their progress and to pace academic tasks toward predetermined targets.

Summative Evaluation
of the
Third Year Elementary
Foreign Language Magnet Schools

1988-1989
1989-1990
1990-1991

Introduction

The 1990-1991 school year was the third year of implementation for two of the elementary foreign language magnets under the *Long-Range Magnet School Plan* (Hale and Levine, 1986). These third-year schools are New West and Melcher.

This year-end evaluation report is summative in nature. According to Guba and Lincoln (1981, p. 49), "the aim of summative evaluation is to determine [the] impact or outcomes" of a program. To date, the evaluations of these two elementary foreign language magnets have been formative evaluations, meaning that they have focused on "refinement and improvement," again according to Guba and Lincoln.

Following a description of the program and a discussion of the design, the report will address the results of the study. The results section includes information on enrollment, program implementation, perceptions about the program, and achievement. In this report, the terminology "target language" refers to the foreign language (French, German, or Spanish) in which the student is enrolled.

Program Description

In accordance with the *Long-Range Magnet School Plan* (Hale and Levine, 1986), site task forces at each of the two elementary schools developed planning outlines to provide guidance for the implementation of the foreign language theme. Both of these planning outlines emphasized two areas in their goals: the teaching of foreign language to students and the exposure of students to foreign cultures. Typical of these goals are the following:

> To teach students to communicate effectively; understand, read, write, and speak in Spanish and English (New West);
>
> To acquire a greater knowledge, understanding, tolerance, and appreciation of other cultures (New West);

To produce bilingual individuals (New West);

To lay the foundation for continued study of French, Spanish, or German (Melcher);

To enrich students' target language (Melcher);

To cultivate awareness and respect for different cultures (Melcher).

As a part of the broader implementation of the foreign language magnet theme, French, German, and Spanish languages are available to elementary students of the Kansas City, Missouri, School District in eight elementary foreign language magnet schools. New West and Melcher are two of these eight. At New West, Spanish is taught to kindergarten through fourth-grade students. Melcher, which houses fourth- and fifth-grade students, provides instruction in French, German, and Spanish. Classes at New West are either total immersion, in which all core subjects are taught in the target language, or partial immersion, in which math, science, and social studies are taught in the target language. At Melcher, classes are either partial immersion or pull-out, in which all courses are taught in English and students are "pulled out" for target language instruction.

New West began as a new school during the 1988-1989 school year, the first year of implementation for these two schools. It started with kindergarten through second-grade students, with an additional grade added each succeeding year.

Melcher, by virtue of the multiple languages, is considered to have a three-theme focus (French, German, and Spanish). New West has a dual theme. In addition to the Spanish theme in kindergarten through fourth grade, a communications and writing theme was added for the 1989-1990 school year (kindergarten through fifth grades). New West also houses an English as a Second Language program.

Evaluation Design

The evaluation for the 1990-1991 school year was designed to answer the following questions:

1. Has each school met the established enrollment goals?
2. Was the program implemented as detailed in the *Long-Range Magnet School Plan* (Hale and Levine, 1986) and in the planning outline of each school?
3. What are parent, student, teacher, and school leadership perceptions about and attitudes toward the program?
4. What are the levels of student achievement in the school?

In this summative evaluation report, enrollment and racial composition data are presented for the three years of magnet school operation, plus the year prior to magnet implementation. Program implementation was measured by site visits, classroom observations, interviews with school

leadership, teacher questionnaires, and review of documents. Perceptions of parents, students, teachers, school leadership, and central office leadership are presented in this report. Teachers and students responded to questionnaires; parents and leadership were interviewed.

Results

Enrollment

Table 1 shows the program capacity for the foreign language programs at the school in September of 1990 and compares it to the actual enrollment. The lowest percent of capacity was seen at the fourth grade level in each of the programs. The language with the lowest percent of capacity was German. Spanish was the language that came the closest to reaching capacity, with 90% of capacity at Melcher and 87% of capacity at New West.

Table 1

Third-Year Foreign Language Elementary Magnets
Capacity & Actual Enrollment
September 1990

Language Grade	Program Capacity[1]	Actual[2]	Difference	Percent of Capacity
Melcher (French)				
Four	54	36	-18	67%
Five	27	27	0	100%
Total	81	63	-18	78%
Melcher (German)				
Four	97	59	-38	61%
Five	54	44	-10	81%
Total	151	103	-48	68%
Melcher (Spanish)				
Four	81	55	-26	68%
Five	35	49	+14	140%
Total	116	104	-12	90%
New West				
Kind.	44	40	- 4	91%
First	44	40	- 4	91%
Second	59	54	- 5	92%
Third	43	36	- 7	84%
Fourth	63	50	-13	79%
Total	253	220	-33	87%

Note: Percentages are rounded to the nearest whole percent.

1 Program capacity utilized by the Admissions Office when placing students in magnet program.

2 From *September 26, 1990 Student Membership* (Research Office, 1990).

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Court-ordered minority/non-minority enrollment goals are a crucial aspect of the magnet school plans. Each year, the schools are expected to move at least 2% closer to a 60% minority/40% non-minority balance in grade levels that have a higher-than 60% minority student population. A grade level with a minority enrollment lower than 50%, such as grade five at Melcher in 1987 (see Table 2), is expected to move at least to a 50% minority enrollment, with a goal of moving to a 60% minority enrollment. A new school, such as New West was in 1988, is expected to have enrollment levels of 60% minority/40% non-minority for each grade in the first year of operation.

Table 2

Third-Year Foreign Language Elementary Magnet Enrollment

	Sept. 1987		Year 1 - Sept. 1988		Year 2 - Sept. 1989		Year 3 - Sept. 1990	
School Grade	Enroll.	% Minority	Enroll.	% Minority	Enroll.	% Minority	Enroll.	% Minority
Melcher (French)								
Four	153	56%	-----	-------	24	71%	36	61%*
Five	141	44%	-----	-------	39	69%	27	78%
Total	347	57%	-----	-------	63	70%	63	68%
Melcher (German)								
Four			-----	-------	52	56%	59	63%
Five	(See Above)		-----	-------	41	56%	44	61%
Total			-----	-------	93	56%	103	62%
Melcher (Spanish)								
Four			-----	-------	37	51%	55	64%
Five	(See Above)		-----	-------	65	63%	49	67%
Total			-----	-------	102	59%	104	65%
New West								
Kindergarten	---	-----	63	67%	45	62%	40	63%
First	---	-----	42	71%	63	65%	40	68%
Second	---	-----	48	69%	44	73%	54	70%*
Third	---	-----	---	-----	54	67%	36	69%
Fourth	---	-----	---	-----	---	-----	50	70%
Total	---	-----	153	69%	206	67%	220	68%

Note: Percentages are rounded to the nearest whole percent. 1987 enrollment figures are computed by subtracting students in self-contained special educational programs (numbers obtained from the Research Office) from total enrollment figures, reported in *A By-School Comparison of Student Enrollment by Race & Grade for the Years 1986-87 & 1987-88* (Research Office, 1987); 1988 enrollment figures are from *September 28, 1989, Student Membership* (Research Office, 1988); 1989 enrollment figures are from *September 27, 1989, Student Membership* (Research Office, 1989); 1990 enrollment figures are from *September 26, 1990, Student Membership* (Research Office, 1990).

Melcher's 1987 enrollment was for the total school since the language program had not yet been implemented. In 1988, the Research Office did not compile enrollment data by language.

New West was a new school in the 1988-1989 school year.

* The enrollment goal was reached at these grade levels.

Table 2 delineates the two third-year foreign language magnet schools' enrollment figures over the three implementation years for each grade level, plus the year prior to their becoming magnets. The enrollment figures used in this evaluation were drawn from the official student membership reports prepared by the district's research office and are based on enrollment figures reported by the schools on the fourth Wednesday in September. The reader is encouraged to study Table 2 for information about the longitudinal progress of the two schools toward the 60% minority/40% non-minority balance at the various grade levels. When this year's enrollment figures are considered by grade level, it can be seen that grade four in French at Melcher and second grade at New West met the guidelines of reducing minority percentages by at least two percent.

Implementation

Staff. The foreign language magnet program had experienced a major problem during its first year of implementation (the planning year for Melcher and New West). Language teachers who had been recruited from foreign countries had not arrived when school opened because their visas had not been issued. German teachers arrived in mid-September; Belgians arrived in early October; and Argentineans arrived in early November.

While the problem was much alleviated during the 1988-1989 school year (the first year of implementation for Melcher and New West), still many foreign teachers arrived too late to participate in the summer staff development sessions, according to leadership. According to the *Formative Evaluation of the First Year Foreign Language Magnet Schools* (Couch, 1989), "principals reported having enough teachers for the start of school although approximately a third, all non-U.S. nationals, had not been through in-service training" (p. 4).

For their second year of implementation, both of these foreign language magnets had all of the magnet staff in place when school started. This was a vast improvement over the first year of implementation for the elementary foreign language magnets.

On opening day of the third implementation year (1990-1991), one German pull-out teacher position was not filled at Melcher. This position had been filled by mid-September when the fall principal interview was conducted. Two language teachers had not been hired in time to attend summer in-service. At New West all positions were filled, with all teachers attending summer in-service. One teacher, however, had to return to the country of origin during the last two days of the in-service because of a visa problem. At the end of the school year, all magnet positions were filled at both schools.

On the mid-year questionnaire, teachers were asked to identify the number of years they had taught and the number of years they had been at their current school. Teachers at the two schools had taught an average of 13 years (with a range of 28). They had been at their current schools for an average of four years (with a range of 14). The average years of teaching at the current school was affected by the fact that New West was a new school during the 1988-1989 school year.

Foreign Language Implementors. Implementors are foreign language content teachers. New West had two Spanish implementors. According to school leadership, Melcher was not funded for a foreign language implementor. There are lab teachers for each of the three languages, but these teachers teach classes of pull-out students in the lab. One of the lab teachers was asked to serve in the implementor capacity since that teacher taught only three hours of lab daily. Although that teacher was proficient in her own language, she was not proficient in the other two languages at the school which made it difficult to resource the other two language areas. Typical roles for implementors included modeling lessons for the foreign teachers, preparing materials for units, presenting small-group and whole-group instruction in the target language, providing language lessons for new students, and teaching sessions in the language lab. In addition, at New West, the implementor helped with English reading for the total immersion students in second grade and provided gifted services at the fourth-grade level. At Melcher additional duties of the implementor included public relations work and administrative work for each of the three languages.

Strands of Language Instruction. The foreign language magnet program is being implemented in three ways (called strands), depending on the amount of instruction in the target language: total immersion, partial immersion, and pull-out. Students may enter total or partial immersion classes in kindergarten or first grade. Fourth-and fifth-grade students may enter the elementary foreign language program in the pull-out program.

In total immersion classes, the core subjects of reading, language arts, science, math, and social studies are taught in the target (foreign) language. Starting with the second grade, total immersion students also receive 20 minutes of reading instruction in English daily.

In partial immersion classes, reading and language arts are taught in English while math, science, and social studies are taught in the target language. Typically, students spend their day with two teachers, one teaching in the target language and the other teaching in English. In a few partial immersion classes, the same teacher teaches in both English and the target language.

In the pull-out classes at Melcher, all core courses are taught in English and students are "pulled out" for an hour of foreign language instruction each day. This pull-out instruction is taught by a

specialist in the language. Because of the numbers in each language, pull-out students in the various language programs are mixed in instructional classrooms.

Art, library, music, and physical education are taught in English in each of the three strands of language instruction. However, infusion of the language is encouraged, as is teaching of cultural aspects of the countries where the language is spoken.

Table 3 highlights the language(s) of each of the two third-year foreign language schools and displays the number of classrooms in each of the three strands of language concentration. Total and partial immersion classes were offered at New West. Partial immersion and pull-out classes were offered at Melcher.

Infusion. According to leadership at the two schools, all teachers were expected to infuse the language theme into their classrooms. At Melcher, leadership stated that the language teachers carried the primary responsibility to teach the foreign language content. All other teachers supported the theme, even though their primary responsibility was to teach the content of their subject(s). Examples of theme infusion given by leadership include theme-related bulletin boards and use of

Table 3

Third-Year Foreign Language Elementary Magnets
Classroom Organization
1990-1991

School Language Grade	Total Immersion Classes	Partial Immersion Classes	Pull-Out Classes
Melcher			
French			
Four	-	2	Part of 2 classes
Five	-	-	1 class
German			
Four	-	3	Part of 1 class
Five	-	1	1 class
Spanish			
Four	-	2	Part of 2 classes
Five	-	-	2 classes
New West			
Spanish			
Kind.	1	1	---
First	1	1	---
Second	1	2	---
Third	-	2	---
Fourth	-	2	---

language phrases. In pull-out classes, the teachers accompanied the children to the foreign language labs and participated in the language learning.

At New West, it is the role of the implementor to make sure the theme is infused into the classrooms. According to leadership, physical education presents occasional units which infuse the theme, music often includes Spanish music, and the culture of Spanish-speaking countries is highlighted in art. Programs for parents are presented half in Spanish, half in English. The New West newsletter is also used as a vehicle for infusion at the school. Typical examples are: articles printed both in English and Spanish, vocabulary in English and Spanish, Mexican lunches on the cafeteria menu, and a Spanish trivia corner.

Two items on the teacher questionnaire focused on infusion of the theme. In 1991, 94% of the teachers indicated that they were able to infuse the theme. In an open-ended question on the mid-year questionnaire, teachers who taught primarily in English were asked to identify ways in which they infused the theme into their teaching. Categories mentioned by at least 20% of the 17 English teachers include the encouragement of students in the use of the foreign language (for example, in counting, reciting the pledge, and greetings -- 59%), the use of labels and directions in the foreign language and the teaching of units in the foreign language or theme (47% each), posters and bulletin boards (41%), calendars (29%), and reports on countries in which the language is spoken and their cultures.

Evidence of the Theme. In visits to the buildings, visual evidence of foreign language infusion was seen in many ways. Halls at both schools had theme-related bulletin boards, banners, labels, flags, pictures and posters. In addition, many examples of students' theme-related art work were seen in the halls at one school, and student-written books in the foreign language and a piñata were seen in the halls at the other school. The offices at both schools had theme-related pictures and labels in the language. New West had a theme-related bulletin board, pictures, and labels in the cafeteria; a bulletin board, banner, and labels in one of the computer rooms; and labels, a god's eye, and theme-related pictures in the auditorium/gymnasium. The library at New West had no visual evidence of the Spanish theme. At Melcher, the cafeteria had a theme-related bulletin board, a banner, and pictures; the auditorium had a theme banner, the library had a bulletin board; and the gymnasium had a bulletin board, banner, labels, a flag and pictures, as well as sombreros, news clippings, maps and student art (the school was preparing for a special foreign language event in

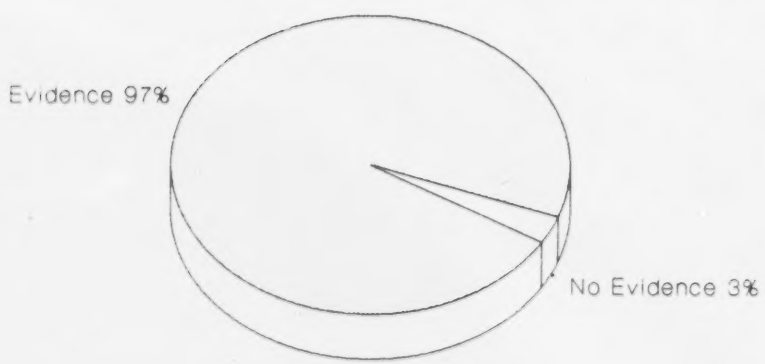
the gymnasium when the data were collected). The computer room at Melcher had no visual evidence of the theme.

During building visits, each classroom was also visited to look for visual evidence of the theme. Figure 1 shows the results of spring 1991 visits to classrooms. As can be seen, 97% of the classrooms at the two schools had thematic evidence.

Figure 2 displays the types of visual evidence observed in the springs of 1990 and 1991. With exception of the categories of theme-related bulletin boards, labels and vocabulary, and rules, the percentages of classrooms having each type of evidence increased in the spring of 1991. The most frequently observed categories of evidence were bulletin boards.

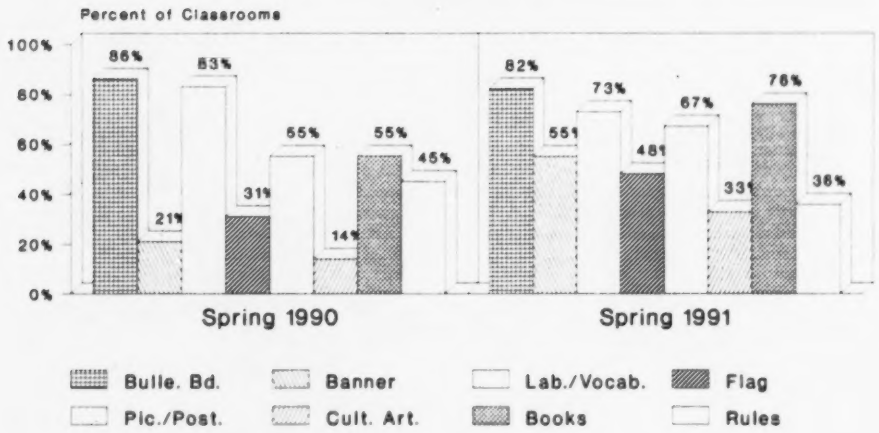
Observations. Observation data were collected to provide information about the instruction in both English-speaking and target-language-speaking classrooms. In order to obtain data about the amount of time spent in academic instruction, the type of activity taking place was observed. Information about the language being used by students (when speaking, reading, and writing) and

Figure 1
Percent of Classrooms Showing Evidence of Theme



3rd-Year Foreign Language
Elementary Magnets, Spring 1991

Figure 2
Types of Evidence Observed in Classrooms



3rd-Year Foreign Language
Elementary Magnets, Spring 1991

by teachers (when speaking) was observed. Opportunities to follow directions in the target language were noted. Observations about exposure to the culture of foreign countries were also made.

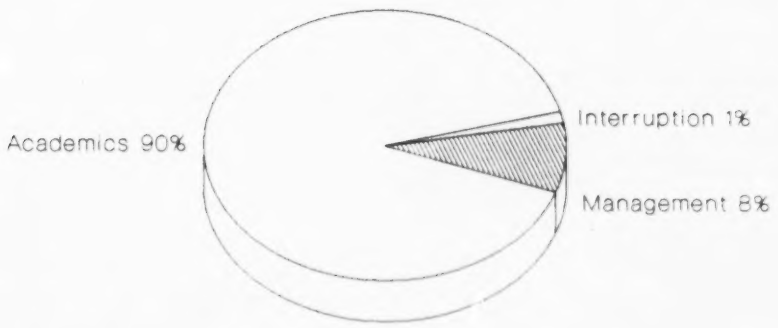
In all, 3041 minutes of observation were conducted at the two schools. Each minute served as a discrete observation interval. Four classrooms were randomly selected for each visit to the school (two target language classrooms and two classrooms in which English was the primary language). The observations were unannounced.

As can be seen from Figure 3, during 90% of the observation intervals, students were focused on academics (up from 83% in the previous year). Classroom management (without on-going academic activity) was observed during 8% of the observation time.

When teachers spoke, they spoke English in 99% of the observation intervals in the English-speaking classrooms. In the remaining 1% of the intervals, teachers spoke a mixture of English and the target language. As would be expected, when teachers spoke in the target-language-speaking classrooms, they spoke mostly the target language (93% of the observation intervals, up from 80% in the previous year). During the remaining 7% of the intervals, the teachers spoke a mixture of English and the target language. These data are reflected in Figure 4.

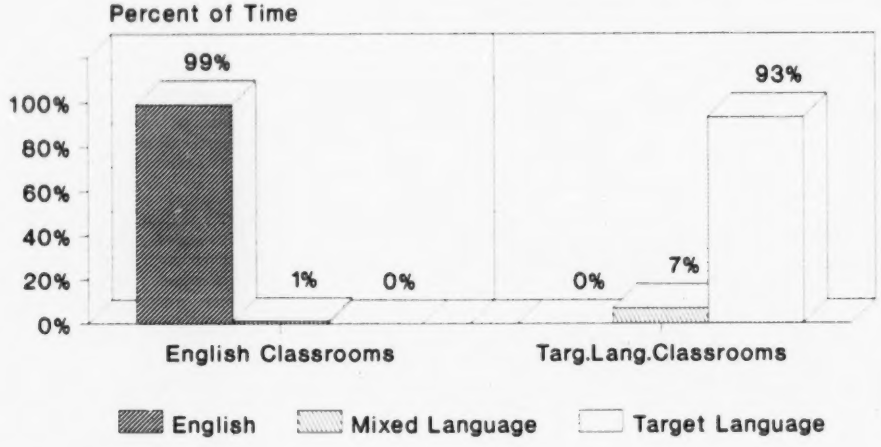
When students spoke in the classroom, the language they used was also noted. As can be seen in Figure 5, students in target language classrooms used the target language during 59% of the

Figure 3
Activities During Observation Time



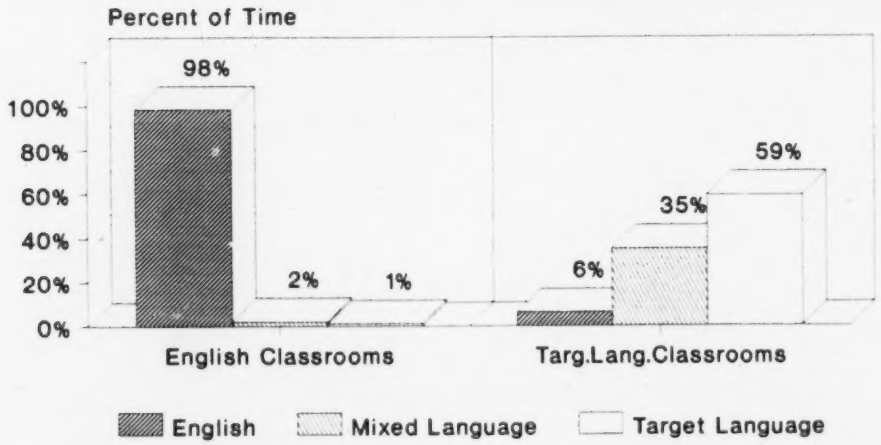
3rd-Year Foreign Language
Elementary Magnets, 1990-1991

Figure 4
Teacher Language in English and Target Language Classrooms



3rd-Year Foreign Language
Elementary Magnets, 1990-1991

Figure 5
Student Language in English and Target Language Classrooms



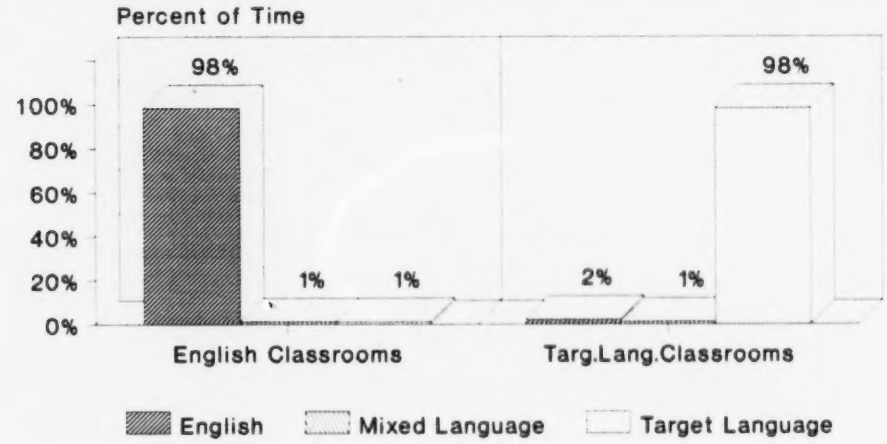
3rd-Year Foreign Language
Elementary Magnets, 1990-1991

observation intervals in which students spoke (up from 46% in the previous year) and a mixture of English and the target language in an additional 35% of the intervals. Students in English-speaking classrooms used mostly English when they spoke (98%).

Student opportunities to read in the target language were observed in 98% of the intervals in which students were reading in target language classrooms (Figure 6). As would be expected when students read in English-speaking classrooms they read mostly in English (98%). Students were reading in about a third of the target language intervals observed and in about a half of the English-speaking intervals observed. The higher occurrence of reading in the English-speaking classrooms may be explained by the fact that all English-speaking classrooms included the subjects of reading and language arts. In target language classrooms, only total immersion classrooms included the subjects of reading and language arts.

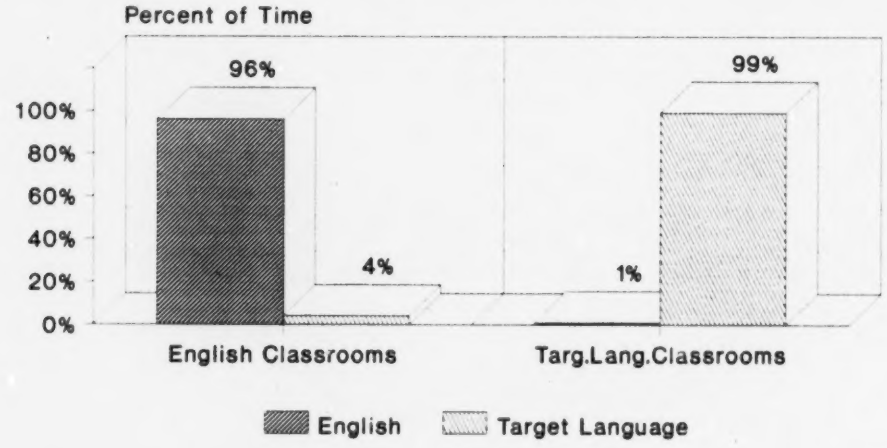
Student opportunities to write in the target language were observed in 99% of the intervals in which students were writing in target language classrooms (Figure 7). When students wrote in English-speaking classrooms they wrote mostly in English (96%). Students were writing in 15% of the target language intervals observed and in about a third of the English-speaking intervals observed. A possible explanation for the higher occurrence of writing in English-speaking classrooms parallels the explanation given for reading.

Figure 6
Reading Language in English and Target Language Classrooms



3rd-Year Foreign Language
Elementary Magnets, 1990-1991

Figure 7
Writing Language in English and Target Language Classrooms



3rd-Year Foreign Language
Elementary Magnets, 1990-1991

Overall, a cultural focus was seen during 12% of the observation intervals. A cultural focus was seen during 9% of the observation intervals in English-speaking classrooms and during 14% of the observation intervals in target-language-speaking classrooms. Examples of the cultural focus are songs in the language, games or dances from foreign countries, or instruction about customs or cultural norms.

Theme-Related Field Trips and Activities. Each of the schools had field trips and activities that related to the foreign language theme. Examples of field trips include a trip to a Mexican bakery and to a restaurant by New West students. Melcher students went to the planetarium at Southwest High School for a program in their target language and to a Mexican restaurant. Melcher students took a recruiting "road show" to schools that feed Melcher. Melcher students also went to Exchange City to conduct business in their theme language at the invitation of Central Middle's foreign language magnet, which hosted the Exchange City days.

Both schools participated in the foreign language fair at Bannister. This event served as an opportunity to celebrate the cultures of the countries in which the foreign languages are spoken and to recruit students for the next year.

Additional special activities at New West included a foreign language fair, which featured a program presented by the students for the entire student body and guests. Students sang, danced, role played stories, and gave introductions. The entire program was done in Spanish. A Cinco de Mayo celebration was held, and Central Middle students came to New West. The science fair at the school included projects in Spanish as well as projects in English.

At Melcher, special activities during foreign language week included a Spanish day, a German day, and a French day. An all-day assembly celebrating Cinco de Mayo was held on Spanish day. German students and French students had activities on their respective days. On each of the three days, refreshments were served for teachers.

Community Foreign Language Courses. During the implementation years of these schools, in conjunction with the foreign language magnet program, foreign language classes have been offered outside of regular school hours to parents and the community through a joint program with Rockhurst College. During the 1989-1990 school year, for example, an introductory Spanish class was taught first semester at New West by the Melcher staff; Spanish and German classes were offered each semester at Melcher. The classes at Melcher were offered after school and involved about a dozen people, according to school leadership. During the 1990-1991 school year, no courses

were offered during the fall semester. During the spring semester, beginning Spanish was taught at New West.

Multiple Themes. Both of these schools have multiple themes, with Melcher having three language themes and New West having both Spanish and communications themes (plus an English as a Second Language [ESL] special education program). Principals were asked how the multiple themes in the school had been integrated into each other.

At Melcher, all students were involved in the special programs, assemblies, and speakers. Most information was given in all three languages (e.g., cafeteria menus). Out of class instructions and greetings were given in three languages.

At New West, the two programs shared resources, such as cameras. Both themes participated in programs produced by the school. School-wide activities, such as earth day and the displays for foreign language week mentioned above, incorporated both themes.

Program Objectives. In the 1989-1990 evaluation report (Clay, 1990), the recommendation was made to develop measurable objectives for each program goal in the planning outlines. Goals were re-written at New West but no objectives to meet the goals were developed. At Melcher, school leadership indicated that this would better be done by the District Foreign Language Task Force.

Perceptions

In this section, responses to questionnaires and interviews are presented. Percentages are computed on the number of responses to each item. Responses to open-ended questions were categorized. Any category that received comments from at least 10% of the respondents is mentioned in the report. All comments, with personal and extraneous references removed, are typed and given to the principal.

Parent Perceptions. Fifty-three parents from each school were called from a randomly-ordered list to obtain their perceptions about the third-year foreign language magnet programs. Table 4 shows parent perceptions of the school and the foreign language magnet program in the second and third years of program implementation. The results of the parent interviews are presented by school in Appendix A (Table A-1).

Most parents responded positively to most items in the interview. Most parents felt that the staff was friendly (98%), that they were welcome at the school (98%), that the school was clean and in good repair (93%), that their child was safe at the school (96%), and that the principal was responsive to their concerns (91%). Notably, 91% of the parents would recommend the school.

Table 4

Third-Year Foreign Language Elementary Magnets
Parent Perceptions of the School and the
Foreign Language Magnet Program

Item Content	1990 (N=104) Yes	1990 (N=104) No	1991 (N=106) Yes	1991 (N=106) No
1. Each type of class fully explained (New West only)	89%	12%	76%	25%
2. Program fully explained (Melcher only)	-----	-----	76%	25%
3. Satisfied with foreign language program at _____	82%	18%	85%	15%
4. Child enjoys learning a foreign language	81%	19%	90%	10%
5. Glad child is studying a foreign language	98%	2%	90%	10%
6. Important for child to study a foreign language	98%	2%	89%	11%
7. Satisfied with progress child has made in the foreign language	86%	14%	88%	12%
8. Satisfied with progress child had made in basic skills[1]	84%	11%	77%	14%
9. Satisfied with child's teachers	85%	15%	95%	5%
10. Principal is responsive to concerns	91%	9%	91%	9%
11. Staff at _____ is friendly	96%	4%	98%	2%
12. Communication from school understandable and helpful	88%	12%	95%	5%
13. Satisfied with communication from school	87%	13%	88%	12%
14. Participation welcomed at _____	96%	4%	98%	2%
15-17. During this school year, have you:				
15. Called or sent messages to child's teachers?	87%	14%	84%	16%
16. Attended parent teacher conferences?	80%	20%	80%	20%
17. Attended other meetings or programs?	72%	28%	62%	38%
18. _____ clean and in good repair	96%	4%	93%	8%
19. Would recommend _____ foreign language magnet	90%	10%	91%	9%
20. Satisfied with _____ foreign language magnet	89%	11%	93%	7%
21. Child is safe at _____	92%	8%	96%	4%

Note: Percentages are rounded to the nearest whole percent.

1 Another 6% of the parents indicated satisfaction with their child's progess in some basic skills, but not in others.

An interesting decrease in percentages of positive responses occurred: in 1990 nearly all parents were glad their child was studying a foreign language and thought it was important for their child to study a foreign language (98% on each item); these percentages decreased in 1991 to 90% and 89%, respectively (still high percentages, but lower than the previous year). At the same time a

higher percentage of parents reported that their child enjoys learning the foreign language (90%, up from 81% in 1990).

Parent perceptions regarding transportation are shown in Table 5. These data reflect responses of parents whose child used school district transportation. One noteworthy decrease took place: the percentage of parents who thought the district provided safe transportation decreased from 88% in 1990 to 74% in 1991. Parents were asked how they learned about the magnet program, why they chose the school for their child, and what they thought of the magnet application process. The largest percentage of parents learned of the program through a friend (32%). Most of the parents at New West (94%) and about half of the parents at Melcher (55%) chose the school because they liked the magnet theme. Two-thirds of the parents at New West (64%) and 2% of the parents at Melcher had chosen the school because their child had attended the school last year. For half the parents at New West (49%) and for 11% of the parents at Melcher it was the neighborhood school. Over half of the New West parents (57%) had other children at the school, while only 4% of the Melcher parents had other children at the school. Many parents at Melcher indicated that their child was assigned to the school for fourth grade since the foreign language school the child had previously attended only went to the third grade (Fairmount, Mount Washington, and Sugar Creek).

A third of the parents whose child was new to the program this year knew how students were selected. Most of those who knew (88%) thought the process was fair.

Student Perceptions. One classroom from each strand and each language of the program was selected from each school to receive the student questionnaire. Second-grade total immersion and fourth-grade partial immersion classes at New West and fourth-grade partial immersion and

Table 5

Third-Year Foreign Language Elementary Magnets
Parent Perceptions Regarding Transportation

Item Content	1990 (N =87) Yes	1990 (N =87) No	1991 (N =89) Yes	1991 (N =89) No
1. Transportation takes child to school and back in a reasonable amount of time.	91%	9%	94%	6%
2. Transportation runs on schedule.	80%	20%	86%	15%
3. District provides safe transportation.	88%	12%	74%	26%

Note: Percentages are rounded to the nearest whole percent. Parents who indicated their child used district transportation were asked these questions.

fifth-grade pull-out classes at Melcher were selected in order to question children who had maximum exposure to the program. Results from the spring student questionnaires for the past two years appear in Table 6. Those interested in following student responses at a particular school are encouraged to refer to Table A-2 in Appendix A which shows student responses by school.

Table 6

Third-Year Foreign Language Elementary Magnets
Student Perceptions

Item	Content	1990 (N=157) Yes	1990 (N=157) No	1991 (N=151) Yes	1991 (N=151) No
1.	I am glad I go to a foreign language magnet.	74%	26%	89%	11%
2.	I am learning to understand the foreign language.	86%	13%	94%	6%
3.	I am learning to speak in the foreign language.	93%	7%	95%	5%
4.	I am learning to sing in the foreign language.	82%	18%	81%	19%
5.	I like learning to read in the foreign language.	65%	35%	66%	34%
6.	I am learning to write in the foreign language.	80%	20%	88%	12%
7.	I like learning a foreign language.	70%	30%	87%	13%
8.	Learning a foreign language is easy for me.	54%	46%	58%	42%
9.	Someday I would like a job that lets me use the foreign language.	-----	-----	52%	48%
10.	I am learning about other countries.	80%	20%	85%	15%
11.	I like learning about other countries.	76%	24%	83%	17%
12.	Someday I would like a job that lets me work with people from other countries.	-----	-----	77%	23%
13.	The students in my class get along well with each other.	28%	72%	53%	47%
14.	I feel safe at school.	52%	48%	72%	28%
15.	I think my teachers care about me.	76%	24%	85%	15%
16.	I think my principal cares about me.	65%	35%	86%	14%
17.	I have interesting things to do in the before-school extended day program.[1]	83%	17%	84%	16%
18.	I have interesting things to do in the after-school extended day program.[1]	83%	17%	86%	14%

Note: Percentages are rounded to the nearest whole percent.

1 Represents responses of students who attended these programs.

Students in the program showed more enthusiasm for the program in 1991 than they did in 1990. A higher percentage of students were glad they went to a foreign language magnet in 1991 (89%, up from 74% in 1990). In 1991, a substantially higher percentage of students said they liked learning a foreign language (87%, up from 70% in 1990). According to the students, most thought they were learning to understand the foreign language (94%, up from 86% in the previous year) and speak in the foreign language (95%).

A number of items focused on school climate gained dramatically in the percentages of positive responses. The item "students in my class get along well with each other" drew the lowest positive response from students in 1990 (28%). While the percentage of positive response to this item remained low in relation to other items in 1991 (53%), it increased substantially over the previous year. Other school climate items that gained in positive response include students feeling safe at school (72%, up from 52% in 1990), thinking their teachers care about them (85%, up from 76% in 1990), and thinking their principal cares about them (86%, up from 65% in 1990). Most other responses remained relatively stable over the two years. In 1990, when looked at by grade, negative responses on several of the items seem to be most heavily concentrated among fourth graders. No trend toward lower percentages of positive responses was observed among the fourth-graders at the other six foreign language elementary schools during that school year. Because of the concentration of less positive responses in fourth grade in 1990, scores were again looked at by grade in 1991. In this analysis, no concentration of less positive responses was seen at the fourth grade. Nor did the concentration move to the fifth grade along with the students. Therefore, it appears that the issues were idiosyncratic and confined to that particular group of fourth graders in that particular year.

Teacher Perceptions. All teachers were given an opportunity to respond to questionnaires. The results of the teacher questionnaires given in the spring of 1990 and 1991 are presented in Table 7. Teacher responses by school appear in Appendix A (Table A-3) for those interested in following teacher perceptions at an individual school.

Teacher responses to each of the items either became more positive or were stable over the two years. All teachers thought the foreign language theme was clear and were familiar with the goals and objectives of the foreign language program.

The most dramatic increase in the percentage of positive responses was in relation to the item about satisfaction with the foreign language staff development sessions during the school year. Three-quarters (74%) of the teachers in 1991 were satisfied with the staff development, compared to little more than a third (38%) who expressed satisfaction in 1990.

Table 7

Third-Year Foreign Language Elementary Magnets
Teacher Perceptions

Item Content	1990 (N =33) Yes	1990 (N =33) No	1991 (N =35) Yes	1991 (N =35) No
1. Foreign language theme is clear	94%	6%	100%	-----
2. Familiar with goals and objectives of foreign language program	88%	12%	100%	-----
3. School is implementing theme	97%	3%	97%	3%
4. Able to infuse theme	89%	11%	94%	6%
5. During the school year some staff development sessions addressed matters realting to the foreign language magnet theme.	68%	32%	97%	3%
6. Satisfied with foreign language staff development sessions during the school year	38%	62%	74%	27%
7. Building foreign language magnet theme staff (implementors) provided support to implement theme	91%	9%	94%	6%
8. Building level administrative staff (principal and I.A.) provided support to implement theme	85%	15%	91%	9%
9. Able to get materials needed to implement theme	82%	18%	94%	6%
10. Plan to work for KCMSD next year	97%	3%	100%	-----

Note: Percentages are rounded to the nearest whole percent. Not all teachers responded to every item. Percentages are based only on responses.

Table 8 shows the teacher ratings of the magnet school program at their schools over the past two years. As can be seen, 80% of the teachers from the two schools rated their program as good or excellent in the spring of 1991.

When teachers were asked to identify strengths of the program, 63% named staff as a strength. The most frequently mentioned hindrance was the physical facilities, named by 26% of the teachers. Teachers were also asked to identify changes they would like to see in the foreign language magnet program. Responses seemed to be school-specific. At Melcher, 37% of the teachers requested more emphasis on the pull-out program. At New West, over a third of the teachers (38%) wanted to see changes in the ESL and CALP programs (programs for students who need help with English language proficiency). Nearly a third mentioned wanting to change to the new facility (31%) which is scheduled to open in the fall of 1992. A quarter of the teachers at New West would like to see a improvements in student selection processes. More information about responses to these open-ended questions is in Table 9.

Table 8

Third-Year Foreign Language Elementary Magnets
Teacher Rating of Magnet School Program

School Questionnaire	Poor	Fair	Average	Good	Excellent
Melcher					
Spring 1990 (N=19)	-----	10%	30%	20%	40%
Spring 1991 (N=18)	-----	-----	33%	28%	39%
New West					
Spring 1990 (N=14)	-----	-----	7%	50%	43%
Spring 1991 (N=17)	6%	-----	-----	29%	65%
Combined					
Spring 1990 (N=33)	-----	6%	21%	32%	41%
Spring 1991 (N =35)	3%	-----	17%	29%	51%

Note: Percentages are rounded to the nearest whole percent.

Table 9

Responses to Open-Ended Questions
Categories with Comments from 10% or More
of the Third-Year Foreign Language Elementary Magnet Teachers

Item	Both Schools		Melcher		New West	
Category	N	%	N	%	N	%
Strengths of the Program						
Staff	22	63%	11	55%	11	73%
Good target language program	5	14%	2	10%	3	20%
Availability of materials	5	14%	3	19%	2	13%
Childrens' awareness of cultural diversity	4	11%	2	10%	2	13%
Hindrances to Implementation						
Physical facilities	9	26%	2	10%	7	47%
ESL & CALP program	6	17%	---	-----	6	40%
None	4	11%	4	20%	---	-----
Suggested Changes						
Increase pull-out classes	7	20%	7	37%	---	-----
New facility	6	17%	---	-----	6	38%
Changes in ESL & CALP	5	14%	---	-----	5	31%
Improved student selection	4	11%	---	-----	4	25%

Note: Percentages are rounded to the nearest whole percent. Data on Strengths and Hindrances were collected in the fall (Combined, N =35; Melcher, N =20; New West, N =15). Data on Suggested Changes were collected in the spring (Combined, N =35; Melcher, N =19; New West, N =16).

School Leadership Perceptions. When asked if they experienced any difficulties with school start-up, leadership at both schools replied that there had been none. Leadership at one school indicated that most supplies and equipment ordered the prior spring had been delivered in a timely manner and that the system seemed to be working much better than it had been. At the other school, leadership indicated that orders from the operating budget were delivered in a timely manner but that the effective schools budget had been approved too late for delivery to be made by school opening and that the purchase orders had not been cut for items ordered from the magnet budget (this had been resolved by the school by mid-September). At the end of the year, leadership at both schools stated that there had been no further concern about lack of supplies or the late delivery of supplies during the year.

At Melcher, leadership noted the lack of a program administrator and implementors as a hindrance to the implementation of the program this year, stating that an implementor is needed for each of the three languages. At New West, no hindrances to implementation were noted by leadership.

Leadership at New West cited circumstances that are potential hindrances to the program in the future. Lack of space will impact on the number of partial immersion classes next year. There will not be room for a kindergarten partial immersion class next year which will have implications for the partial immersion program at first grade when the school moves to its new facility in the 1992-1993 school year. Leadership also anticipates a recruiting problem when the new facility is occupied.

Changes that leadership at New West would like to see are a move to having only total immersion classes and an exploration of alternatives to the ESL program. At Melcher, leadership stated a need for furniture for the new wing of the building and an implementor for each language in order to strengthen the program.

Area Leadership Perceptions. The area assistant superintendent was asked to identify strengths of the third-year magnet program, hindrances to its implementation, and changes she would like to see in the program. Among the strengths are the increased staff stability, the recruiting efforts at Melcher, the blend of the foreign language and the communications themes at New West, and student language acquisition.

Cited as hindrances to the implementation of the program were the continued staff turn over and the resulting need to train and retrain. Lack of space at New West was also mentioned as a hindrance to the implementation of the program there.

A desired change mentioned was the need to provide more activities which expose children to cultures. Area leadership also hoped to see a continuation of the effort to articulate and infuse the theme and to train teachers for infusion, and a continuing stability of staff.

Achievement

For this summative evaluation, reading, language, and math Iowa Tests of Basic Skills (ITBS) percentile ranks based on mean grade equivalents are reported for minority and non-minority students at each grade level for each of the three years of program implementation. These data are found in Table 10. As can be seen from the table, the 1991 total reading and language percentile ranks for the foreign language students are below those of the non-foreign-language students in the district with the exception of fourth-grade pull-out students and fifth-grade partial immersion students. Math percentile ranks present a different picture, with the foreign language students' percentile ranks frequently being higher than those of the non-foreign-language students in the district (with the exception of the second-grade percentile ranks and those of the fifth-grade pull-out students).

To trace the progress of students over the three years of the program, the ITBS percentile ranks of the kindergarten cohort of minority and non-minority students entering the program three years ago have been followed and appear in Figures 8, 9, and 10. Reading and math percentile ranks show nearly parallel patterns for minority and non-minority students (see Figures 8 and 10). Non-minority language percentile ranks dipped in the first grade, but popped back up in the second grade (see Figure 9). Minority language percentile ranks changed little across the three years. The reader should be aware that the percentile ranks reflected for these cohorts may differ from the ranks in Table 10, since only the scores of students who were in the program all three years are reflected in these cohort analyses.

In order to see if significant differences (at the .05 level) exist among the ITBS scores of the students in the three stands of foreign language magnets and those of non-foreign-language students, a random selection was made at each grade level to produce groups of equal size. For kindergarten through grade two, a one-way analysis of variance was conducted using grade equivalents. Summary data for these analyses are found in Table 11. As can be seen, for most of the tests, no significant differences were found. In language at the first-grade level, the non-foreign-language student scores were significantly higher than the partial immersion student scores. In math at the second grade level, the total immersion student scores were significantly higher than the non-foreign-language student scores.

Table 10

Iowa Tests of Basic Skills Reading, Language, and Math Mean Grade Equivalents Converted to Percentile Ranks for Third-Year Foreign Language Elementary Magnet Students and Non-Foreign-Language Students

Test	1989			1990			1991		
Grade Language/Immersion	Min.	Non-Min.	Total	Min.	Non-Min.	Total	Min.	Non-Min.	Total
Reading									
Kindergarten									
Total	55	65	59	65	83	79	---	---	---
Partial	58	83	70	77	72	75	---	---	---
Students from Non-Foreign-Language Schools	81	84	82	80	85	82	---	---	---
First									
Total	---	---	---	25	14	20	---	---	---
Partial	37	44	39	22	57	34	22	46	29
Students from Non-Foreign-Language Schools	50	63	53	54	64	57	51	60	54
Second									
Partial	29	49	37	48	75	57	26	65	40
Students from Non-Foreign-Language Schools	42	61	47	47	66	53	46	62	51
Third									
Partial	---	---	---	16	43	25	23	49	31
Students from Non-Foreign-Language Schools	33		38	38	54	43	38	58	44
Fourth		---							
Partial	---	---	---	45	57	49	28	54	37
Pull-Out	43	54	47	47	58	52	41	47	43
Students from Non-Foreign-Language Students	33	54	38	33	53	38	34	52	39
Fifth									
Partial	---	---	---	---	---	---	51	65	58
Pull-Out	26	40	31	46	63	52	29	52	35
Students from Non-Foreign-Language Students	37	53	41	37	53	41	35	54	40
Language									
Kindergarten									
Total	52	53	52	33	63	54	---	---	---
Partial	45	65	54	53	81	63	50	---	53
Students from Non-Foreign-Language Students	55	70	60	53	71	59	56	72	61
First									
Total	---	---	---	54	33	44	---	---	---
Partial	61	69	63	34	64	47	22	37	28
Students from Non-Foreign-Language Students	71	78	73	74	79	75	72	77	73
Second									
Total	---	---	---	---	---	---	---	---	---
Partial	36	48	41	53	71	60	41	69	52
Students from Non-Foreign-Language Schools	60	67	62	64	73	66	63	69	65

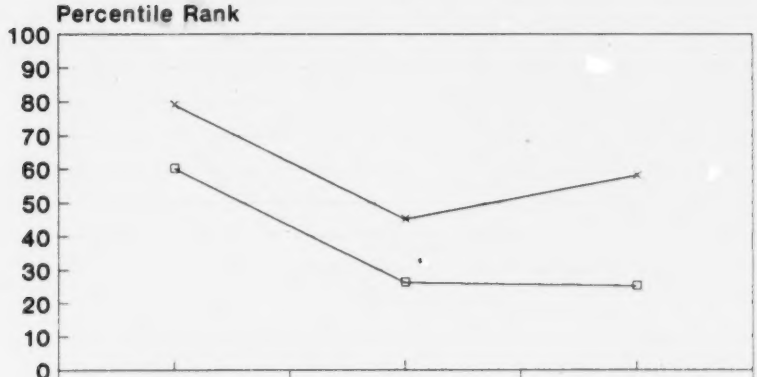
Table 10 (Continued)

Iowa Tests of Basic Skills Reading, Language, and Math Mean Grade Equivalents Converted to Percentiles for Third-Year Foreign Language Elementary Magnet Students and Non-Foreign-Language Students

Test	1989			1990			1991		
Grade Language/Immersion	Min.	Non-Min.	Total	Min.	Non-Min.	Total	Min.	Non-Min.	Total
Language (Cont.)									
Third									
Partial	---	--	---	27	48	34	43	62	49
Students from Non-Foreign-Language Schools	49	62	53	53	63	56	54	66	57
Fourth									
Partial	---	---	---	48	48	48	39	53	44
Pull-Out	53	58	54	71	63	69	59	65	61
Students from Non-Foreign-Language Schools	45	57	48	48	59	50	46	58	50
Fifth									
Partial	---	---	---	---	---	---	58	72	64
Pull-Out	36	43	39	51	58	53	46	54	48
Students from Non-Foreign-Language Schools	49	59	52	48	58	51	46	56	48
Math									
Kindergarten									
Total	49	45	48	48	85	73	60	72	67
Partial	44	68	55	69	85	74	56	---*	57
Students from Non-Foreign-Language Schools	65	76	68	63	80	68	60	73	47
First									
Total	---	---	---	46	38	42	48	85	72
Partial	49	57	57	43	78	58	36	62	43
Students from Non-Foreign-Language Schools	52	72	58	59	74	63	59	73	63
Second									
Total	---	---	---	---	---	---	91	84	89
Partial	42	57	47	72	90	79	32	72	46
Students from Non-Foreign-Language Schools	52	72	58	57	73	61	59	72	62
Third									
Partial	---	---	---	29	51	37	32	69	44
Students from Non-Foreign-Language Schools	37	59	43	42	60	47	41	61	47
Fourth									
Partial	---	---	---	46	57	50	44	62	51
Pull-Out	50	57	53	58	70	62	53	50	52
Students from Non-Foreign-Language Schools	39	56	43	41	59	46	40	57	44
Fifth									
Partial	---	---	---	---	---	---	63	76	69
Pull-Out	26	35	29	49	56	51	33	48	37
Students from Non-Foreign-Language Schools	42	54	45	40	57	44	38	53	42

* When the number of students is less than four, percentile ranks are not reported.

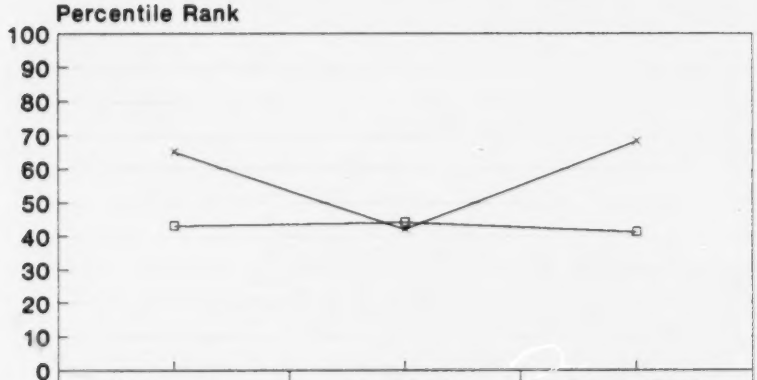
Figure 8
ITBS Reading Achievement Across Time
1989 Kindergarten Cohort



	Kindergarten	First Grade	Second Grade
Minority	60	26	25
Non-Min.	79	45	58

Note: Percentile ranks were converted from mean grade equivalent scores
Third-Year Foreign Language, 1991

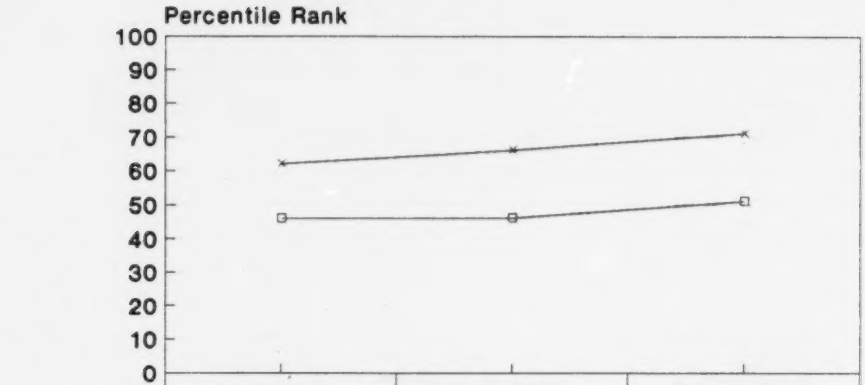
Figure 9
ITBS Language Achievement Across Time
1989 Kindergarten Cohort



	Kindergarten	First Grade	Second Grade
Minority	43	44	41
Non-Min.	65	42	68

Note: Percentile ranks were converted from mean grade equivalent scores
Third-Year Foreign Language, 1991

Figure 10
ITBS Math Achievement Across Time
1989 Kindergarten Cohort



	Kindergarten	First Grade	Second Grade
Minority	46	46	51
Non-Min.	62	66	71

Note: Percentile ranks were converted from mean grade equivalent scores

Third-Year Foreign Language, 1991

To compensate for varying abilities of students in the four groups, analysis of covariance procedures were run for third-grade through fifth-grade test scores. This year's scores were covaried with third-grade non-verbal Cognitive Abilities Tests (CAT) scores (this score was not available for students in kindergarten through the second grade, hence the analysis of variance procedure was used at these grade levels). Summary data for the third- through fifth-grade analyses can be found in Table 12. The adjusted means in Table 12 represent a scientific estimate of the students' performance on the 1991 ITBS tests assuming that the students had identical non-verbal CAT scores. These adjusted means are computed during the analysis of covariance procedure. Table 12 shows that the non-foreign-language students significantly outperformed the partial immersion students at the third-grade level on all three tests. No additional significant differences were found.

Table 13 displays the Missouri Mastery and Achievement Tests average scale scores in the areas of reading/language arts and math for both programs at New West. The *Missouri Mastery and Achievement Tests, Guide to Score Interpretation and Use* (Missouri Department of Elementary and Secondary Education, 1990) indicates that a difference of 25 or more scaled score points represents a meaningful difference when comparing groups of students. As can be seen from the table, while New West's reading/language arts average scale score is lower than that of the district

Table 11

Third-Year Foreign Language Elementary Magnets
Summary Data for the 1991 ITBS Reading, Language, and Math Tests
for Analysis of Variance
with Randomly Selected Foreign Language & Non-Foreign-Language Students
Grades K - 2

Test / Grade	Program: Total Immersion (TI)	Program: Partial Immersion (PI)	Program: Non-Foreign-Language (NF)	Probability	Groups
Reading					
First	---	1.4	1.9	2.9	
Second	---	2.9	3.2	..51	
Language					
Kind.	---	1.0	.9	.85	
First	---	1.0	2.3	.01*	NF>PI[1]
Second	---	1.0	3.4	.92	
Math					
Kind.	1.2	.9	1.2	.44	
First	2.2	1.8	1.9	.36	
Second	3.8	3.0	3.1	.05*	TI>NF

Note: Analysis was done using grade equivalents. Mean grade equivalents were rounded to the nearest tenth. Probabilities were rounded to the nearest hundredth.

* Indicates significance at at least the .05 level.

1 The studentized range statistic (Newman-Keuls procedure) was used for post hoc tests to determine where the differences were among program groups. The group or groups presented to the left of the " > " (greater than) sign scored significantly higher than the group or groups presented to the right of the sign. For example, if students in the partial immersion and traditional groups have scores that are significantly higher than those of the total immersion group, the entry would read PI,TR>TI.

and New West's math average scale score is higher than that of the district, there is not a meaningful difference, according to the manual's definition. However, there is a meaningful difference between the scores of both New West and the district as a whole and those of the state on both tests, with New West and district scores being lower.

Extended Day

Extended Day Enrollment. Table 14 shows the extended day enrollment figures. As can be seen by comparing the numbers in Tables 2 and 14, Melcher had a higher representation of minority students in the extended day program (75%) than in the regular program (65%). This is consistent with findings from the 1989-1990 school year (Clay, 1990). New West had a slightly lower

Table 12

Third-Year Foreign Language Elementary Magnets
Summary Data for the 1991 ITBS Reading, Language, and Math Tests
for Analysis of Covariance
with Randomly Selected Foreign Language & Non-Foreign-Language Students
Grades 3 - 5

Test / Grade Means	Program: Partial Immersion (PI)	Program: Pull-Out (PO)	Program: Non-Foreign Language (NF)	Probability	Groups
Reading					
Third					
Unadjusted	3.2	---	3.7		
Adjusted	3.1	---	3.7	.00 *	NF>PI[1]
Fourth					
Unadjusted	4.4	4.4	4.6		
Adjusted	4.6	4.4	4.6	.63	
Fifth					
Unadjusted	6.1	5.2	4.1		
Adjusted	5.9	5.5	5.4	.46	
Language					
Third					
Unadjusted	3.9	---	4.4		
Adjusted	3.8	---	4.4	.01 *	NF>PI
Fourth					
Unadjusted	4.7	5.2	5.1		
Adjusted	4.8	5.2	5.1	.59	
Fifth					
Unadjusted	6.5	5.9	6.0		
Adjusted	6.3	6.1	5.9	.57	
Math					
Third					
Unadjusted	3.6	---	3.8		
Adjusted	3.5	---	3.9	.05 *	NF>PI
Fourth					
Unadjusted	4.8	4.8	5.1		
Adjusted	5.0	4.8	5.0	.59	
Fifth					
Unadjusted	6.4	5.6	5.8		
Adjusted	6.2	5.8	5.7	.25	

Note: Analysis was done using grade equivalents. Non-verbal cognitive abilities scores were used as the covariates. Mean grade equivalents were rounded to the nearest tenth. Probabilities were rounded to the nearest hundredth.

* Indicates significance at at least the .05 level.

1 The studentized range statistic (Newman-Keuls procedure) was used for post hoc tests to determine where the differences were among groups. The group or groups presented to the left of the ">" (greater than) sign scored significantly higher than the group or groups presented to the right of the sign. For example, if students in the traditional group have scores that are significantly higher than those of the pull-out group, the entry would read TR>PO.

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Table 13

New West
Missouri Mastery & Achievement Test
Average Scale Scores
Third Grade - 1991

Program	Reading/ Language Arts	Math
New West	255	298
District	274	289
State	321	326

Table 14

Third-Year Foreign Lanugage Elementary Magnets
Minority & Non-Minority Extended Day Enrollment Figures

	1990 - 1991						
School Race	Morning Only	Afternoon Only	Both Morning & Afternoon	Total N	%	Total N	%
Melcher							
Minority	23	31	18	72	68%	77	75%
Non-Minority	11	18	5	34	32%	25	25%
Total	34	49	23	106		102	
New West							
Minority	36	13	74	123	66%	110	63%
Non-Minority	12	17	34	63	34%	66	38%
Total	48	30	108	186		176	

Note: Percentages are rounded to the nearest whole percent. Figures were provided by the schools. Figures for New West include students with both the Spanish and the communications programs.

representation of minority students in the extended day program (63%) than in the regular program (69%). Again, this is consistent with findings from the 1989-1990 school year.

Extended Day Program. Both schools had an extended day program before and after school. A listing of the spring extended day activities and classes is in Appendix B. Both of the schools

had classes which were theme-related. At Melcher, soccer was taught in both Spanish and English. At New West, Spanish classes and soccer were offered. Both schools had extended day courses which had an academic focus. At Melcher, reading, logical thinking, and computer keyboarding were taught. At New West, courses with an academic focus were science/math, computer tutoring, and tutoring

Perceptions of the Extended Day Program. Parents whose child participated in the extended day program were asked about their satisfaction with the program. These results are shown in Table 15. About half of the parents interviewed indicated that their child attended the program (up from approximately a quarter last year). Of these, 31% said that the program was one of the reasons they had decided to enroll their child (up from 16% the previous year). Most of the parents were satisfied with the before-school activities (97%) and all of the parents were satisfied with the after-school activities.

Students were asked if they had interesting things to do in the before- and after-school extended day programs. Eighty-four percent of the students said they had interesting things to do in the before-school program and 86% said they had interesting things to do in the after-school program.

Extended day staff perceptions of the program appear in Table 16. With the exception of the item about reasonable group size (76% of the staff thought group size was reasonable), percentages

Table 15

Third-Year Foreign Language Elementary Magnets
Parent Perceptions About the Extended Day Program
Spring 1991

Item Content	1990 (N =26) Yes	1990 (N =26) No	1991 (N =53) Yes	1991 (N =53) No
1. Satisfied with the before-school activities	89%	12%	97%	3%
2. Satisfied with the after-school activities	92%	8%	100%	-----
3. Extended day gives proper supervision	98%	2%	94%	7%
4. Extended day gives enough academic emphasis	-----	-----	87%	13%
4. Extended day program one of the reasons for enrolling child	16%	84%	31%	69%

Note: Percentages are rounded to the nearest whole percent. Not all teachers responded to every item. Percentages are based only on responses.

Table 16

Third-Year Foreign Lanugage Elementary Magnets
Staff Perceptions of Extended Day
Spring 1991
(N =29)

Item Content	Yes	No
1. Proper and adequate supervision	100%	-----
2. Enough emphasis to academic activities	100%	-----
3. Well-defined program for extended day which provides clear direction	90%	10%
4. Reasonable group size	76%	24%
5. Reasonable age groupings	93%	7%
6. Able to get the materials in a timely fashion	93%	7%

Note: Percentages are rounded to the nearest whole percent.

of positive response to the items was 90% or above. Staff was also asked to rate the program. Almost all of the staff (97%) rated the program either good or excellent.

Conclusions and Recommendations

Implementation of the foreign language theme at Melcher and New West has proceeded well. During the third year of implementation, foreign language staffing went smoothly at the beginning of the year, with no magnet vacancies reported at year-end. This is an improvement over the first year's staffing experience.

That the languages are being taught and spoken in the target-language classrooms is clearly evident from the classroom observation data. When target-language teachers spoke, they spoke the target language 93% of the time during the observations (up from 80% in the previous year). In target-language classrooms, when students spoke, they spoke the language 59% of the time (up from 46% in the previous year). These data seem to show remarkable implementation of the use of the target language.

Also shown in classroom observations was the emphasis on academic instruction. In a total of 83% of the observation intervals, students were academically focused in 1989-1990. The percentage of academic focus was up to 90% in 1990-1991.

A goal of both schools was to expose students to foreign cultures. During classroom observations, a cultural focus was seen during 9% of the observation intervals in English-speaking classrooms (6% in 1989-1990) and during 14% of the intervals in target-language-speaking classrooms (13% in 1989-1990). Since no specific objectives were developed by the schools to indicate the amount of time to be spent on a cultural focus, it is not possible to determine whether these percentages are satisfactory. Area leadership, however, indicated a desire to increase activities to expose children to cultures. The reader should note that classroom observations were done at random times throughout the year and were not concentrated around the times when an emphasis on the culture of the countries would naturally be happening (for example, Cinco de Mayo or the foreign language fair). The information provided by the principals about theme-related field trips and activities gives additional indication of the cultural focus.

Parent responses to the foreign language magnet program at these two schools were, for the most part, positive. However, only a third of the parents whose child was new to the school knew how students were selected for the magnet program. This is an area in which communication could be improved in the magnet program.

Student responses were stable from the previous year or showed increased percentages of positive responses. More students indicated that they are learning to understand the language (94%, up from 86% in 1990). Responses to items about being glad they go to a foreign language magnet and liking to learn a foreign language were also more positive in 1991 than in 1990. Percentages of positive responses to school climate items were also up.

Similar to the student responses, teacher responses were stable from the previous year or showed increases in the percentage of positive responses. Teachers were substantially more positive about staff development in 1991 than in 1990. Exploring ways to increase teacher positive response to theme-related staff development had been a recommendation from the 1989-1990 evaluation report (Clay, 1990).

While each school had identified general goals in their planning outline, neither of the schools had developed specifically measurable objectives for the goals. This presented difficulty in conducting this evaluation as it has in the past. Measurable program objectives are called for in the long-range plan (see Hale & Levine, 1986). The development of measurable objectives would greatly aid in future evaluations, since "without this key element it is difficult to provide decision makers with evidence that the program is or is not achieving its intentions" (Hale & Levine, 1986, p.46). The development of objectives related to the program goals could also provide an increased

sense of direction to the staff at each of the schools. Objectives enable leadership, faculty, and pupils to gauge their progress and to pace their academic tasks toward predetermined targets.

In light of these conclusions, the following recommendations are made:

1. Develop measurable objectives for each program goal in the planning outlines. The absence of measurable program objectives limits the ability of the program evaluation to indicate when objectives are met. For example, since there are no measurable objectives for the culture-related goals at either school, it is not possible to determine whether a cultural focus in 9% of the observation intervals in English-speaking classrooms and 14% of the observation intervals in target-language-speaking classrooms is abundantly adequate, minimal, or inadequate. Measurable objectives can also enhance sense of direction among staff.

2. Continue the high percentage of target language use in target language classrooms. The percentage of observed use of the target language increased substantially in the 1990-1991 school year, both for teachers and for students. This shows an intentional effort to implement the program and to expose students to the language they are learning.

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Appendix A

Parent, Student, and Teacher Perceptions by School

Table A-1

Third-Year Foreign Language Elementary Magnets
Parent Perceptions of the School and the Foreign Language Magnet Program
Positive Responses by School
Spring 1991

Item Content	Melcher (N =53)	New West (N =53)
1. Opportunity to select which type of class (total immersion, partial immersion, pull-out) (New West only)	-----	77%
2. Each type of class fully explained (New West only)	-----	76%**
3. Program fully explained (Melcher only)	76%	-----
4. Satisfied with foreign language program at _____ ___.	77%	94%
5. Child enjoys learning a foreign language	88%*	92%
6. Glad child is studying a foreign language	83%**	96%
7. Important for child to study a foreign language	78%**	100%
8. Satisfied with progress child has made in the foreign language	82%	94%
9. Satisfied with progress child has made in basic skills[1]	65%**	90%
10. Satisfied with child's teachers	94%*	96%
11. Principal responsive to concerns	95%	88%
12. Staff friendly	96%	100%
13. Communication from school understandable and helpful	90%	100%
14. Satisfied with communication from school	86%	91%
15. Participation welcomed at _____	96%	100%
16-18. During this school year, have you:		
16. Called or sent messages to child's teachers?	83%	85%
17. Attended parent teacher conferences?	76%	85%
18. Attended other meetings or programs?	47%**	77%
19. _____ clean and in good repair	91%	94%
20. Would recommend _____ foreign language magnet	86%	96%
21. Satisfied with _____ foreign language magnet	89%	96%
22. Child is safe at _____	94%*	98%

Note: Percentages are rounded to the nearest whole percent.

* These percentages represent substantial increases over the 1990 percentages of positive responses (between 10 and 19 percentage points).

** These percentages represent substantial decreases from the 1990 percentage of positive responses (between 10 and 28 percentage points).

1 Six percent of the parents at each school in 1990 and 17% of the Melcher parents in 1991 indicated satisfaction with their child's progress in some basic skills, but not in others.

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Table A-2

Third-Year Foreign Language Elementary Magnets
Student Perceptions
Positive Responses by School
Spring 1991

Item Content	Melcher (N =119)	New West (N =32)
1. I am glad I go to a foreign language magnet.	89%*	88%
2. I am learning to understand the foreign language.	96%*	88%
3. I am learning to speak in the foreign language.	97%	88%
4. I am learning to sing in the foreign language.	78%	94%
5. I am learning to read in the foreign language.	61%	84%**
6. I am learning to write in the foreign language.	87%*	94%
7. I like learning a foreign language.	85%*	94%
8. Learning a foreign language is easy for me.	53%	75%
9. Someday I would like a job that lets me use a foreign language.	45%	78%
10. I am learning a lot about other countries.	81%	100%*
11. I like learning about other countries.	79%	97%*
12. Someday I would like a job that lets me work with people from other countries.	72%	94%
13. The students in my class get along well with each other.	48%*	72%*
14. I feel safe at school.	66%*	97%*
15. I think my teachers care about me.	82%	97%*
16. I think my principal cares about me.	84%*	94%
17. I have interesting things to do in the before-school extended day program.[1]	82%	86%
18. I have interesting things to do in the after-school extended day program.[1]	94%*	74%**

Note: Percentages are rounded to the nearest whole percent.

* These percentages represent substantial increases over 1990 positive responses (between 10 and 28 percentage points).

** These Percentages represent substantial decreases from 1990 positive responses (between 10 and 26 percentage points).

1 Represents responses of students who attended these programs.

Table A-3

Third-Year Foreign Language Elementary Magnets
Teacher Perceptions
Positive Responses by School
Spring 1991

Item Content	Melcher (N =18)	New West (N =17)
1. Foreign language theme is clear.	100%	100%
2. Familiar with goals and objectives of foreign language program.	100%*	100%
3. School is implementing theme.	94%	100%
4. Able to infuse theme.	89%	100%
5. During the school year, some staff development sessions addressed matters relating to foreign language magnet theme.	94%*	100%
6. Satisfied with foreign language staff development sessions during the school year.	78%*	69%*
7. Building foreign language magnet theme staff (implementors) provided support to implement theme.	89%	100%
8. Building level administrative staff (principal and instructional assistant) provided support to implement theme.	89%*	94%
9. Able to get materials needed to implement theme.	100%	87%*
10. Plan to work for KCMSD next year.	100%	100%

Note: Percentages are rounded to the nearest whole percent.

* These percentages represent substantial increases over the 1990 percentage of positive responses (between 10 and 44 percentage points).

APPENDIX B

EXTENDED DAY COURSES

Appendix B

Melcher Foreign Language Elementary Magnet

Extended Day Courses - Spring Session (Last One-Third of Year)

Soccer
Art
Crafts
Reading
Logical Thinking
Computer (keyboarding)
P.E. Games and Board Games
Ballet

New West Foreign Language Elementary Magnet

Extended Day Courses - Spring Session

Science/Math
Music
Soccer
Computer/Tutoring
Spanish
Art/Writer Lab
P.E.
Computer/Media
Latin Culture
Geography
Tutoring - Teachers' Workroom and ESL Room
Boys and Girls
Boy Scouts
Girl Scouts